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The Church School Teacher

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THE CHURCH SCHOOL TEACHER

VOLUME XVIII No. 3

MARCH 1949

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From Your Directors

From L. H. WESTBERG

THE Rev. R. A. Vogeley is director of parish education for the American Lutheran Church. I have the corresponding position for the Augustana Lutheran Church. Pastor Vogeley and I get together frequently because much of our work is done co-operatively. Both of us have expressed the desire for a department in **THE CHURCH SCHOOL TEACHER** through which we could communicate informally with the teachers of our respective synods. "From Your Directors" is the result. We hope you will like it.

My communication this month will be limited to these editorial comments. But Pastor Vogeley has a fine article on the Christ-centered school. Both ALC and Augustana teachers should read it. For the enlightenment of Augustana readers let me explain that the expression *Standard* which ap-

pears in the first paragraph refers to the ALC long-term parish education program. The *Standard* is a flagpole from which float pennants, each representing a specific emphasis in the program. *Christ-centered* is the designating title for one of these emphases.

Most of the March issue is devoted to helps for teaching next quarter's *Christian Growth* lessons. No department is neglected. We hope you will secure next quarter's *Study Book* and *Teacher's Guide* soon, and with them spread open before you read the article related to your department. Your teaching next quarter will benefit from it.

This month's cover picture shows a family of displaced persons on board a troop transport, bound for America. They are talking about their future homeland. Can you imagine with what eagerness

they are anticipating their arrival? They are fortunate ones. Many others are waiting for someone to secure housing and job assurance for them, so they can begin life anew. (See February issue of THE CHURCH SCHOOL TEACHER.)

May you have a blessed walk with Christ this Lent. Remember all through it that beyond the cross is the open tomb. Lent is

not a walk down a blind street. It is a walk to an open door. For as Paul says in Romans 4. 25, Jesus "was delivered for our trespasses and was raised for our justification." The cross is the word of forgiveness. The open tomb is the proof that we walk in newness of life with the Lord of both cross and open tomb. May yours be a blessed walk.

* * *

From R. A. VOGELEY

AT ONE of the meetings during Lent every staff might well restudy the Sunday-school Standard "Christ - centered." Even though you studied it last fall and perhaps looked at it again in the Christmas glow, consider its meaning again in the shadow of the cross.

A Christ-centered school encourages a *growing* faith in Christ as Saviour. In practically every lesson the teacher can refer to or enlarge upon some phase of Christ's atoning work. For the department or for the entire school the teachers and superintendent may select a *theme hymn* for Lent. Tell the story of the hymn and explain the stanzas on successive Sundays. By repeated use many of the pupils will soon know the entire hymn.

A great painting, either a flat or projected picture, may be used to establish a Lenten setting. Week by week the leader explains the significance of the painting. A small print can be given to each member of the school. The pastor may use a series of pictures to review the plan of salvation.

During Lent a Christ-centered school endeavors to deepen in the hearts of Christians their personal appreciation of Christ as Saviour, so that each with greater wonder and love can say, "My Saviour has done all of this for me." But, what more can the teacher do?

Lent and the Unreached

What is your Sunday school doing this Lent to reach the un-

reached in your area or community? Are there parents of class members whom the teachers can invite to Sunday school and church? How many teachers have unchurched friends or neighbors? Invite them to attend the adult Bible class, the Sunday service, and the Lenten service. Are there men and women attending the adult class or church services who will come with you to the pastor's adult confirmation class?

Members of all classes can invite and bring others. They, too, are missionaries. If you have not used the filmstrip, "Be a Missionary," and the three posters, and the personal assignment cards, "My Mission," do so in Lent to emphasize personal evangelism.

Lent and Family Worship

Special emphasis can also be given to daily Bible reading and family worship as a part of the Christian observance of Lent. Some congregations either mail or deliver by chosen representatives a Lenten packet to every home. Included in the packet is a booklet of Lenten devotions.

The devotional manual can be distributed in the Sunday school. Even more effective is the plan whereby the teachers and officers

make personal calls in the homes where family worship is not a part of daily life.

March 27, 1949

This Sunday completes the first quarter of 1949. There should be a quarterly report to present to the staff and to the congregation. The report might include a comparison with the previous quarter as well as with the first three months of 1948, the total department figures from the nursery to the adult. What is the percentage of increase or loss? What are the reasons? How closely did the school come to its goals?

This is all a part of the Standard, "Constantly-Growing." It is also the school's individual answer to the 300,000 Question. To reach the "300,000 by 1950" goal the American Lutheran Church needs a *twenty percent increase* in 1949.. That is five percent per quarter. In a Sunday school of one hundred members that means five new members each three months, if no members are lost. It means a net gain of five. Is that unreasonable? Is that too high a goal to achieve during Lent when the Cross of Christ calls us to greater devotion to Him? May your love for your Saviour impel you to do more, much more than that.

The Monthly Conference of Teachers and Workers

By ELLA M. OSTEN

Time: The March meeting of all church-school teachers and workers.

Subject: Making the best possible use of all material for a meaningful experience during the Lent and Easter season in our school.

Aim: Each worker alive to every opportunity.

1. Have the reports from the various committees on plans for the Easter activities in each group or departments. Check on materials and program plans.

2. Are you conducting a membership campaign or do you have a committee of visitation for inviting unchurched people to your church school? If not, discuss a plan to begin such work now. If you are ALC discuss the Standard: Constantly Growing.

3. Ask for the report on attendance. Discuss plans for keeping up attendance after the Easter activities.

4. March means the end of a quarter's work. New materials should be ready for distribution to

the workers. If possible, have someone from each department give a preview of the new quarter's work. Or, have a departmental conference of the teachers before or after the meeting for a brief discussion of the new work.

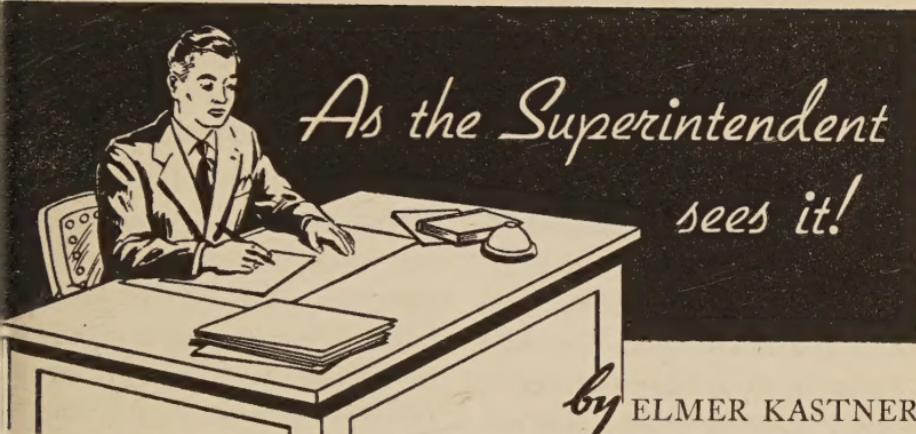
New Plans:

1. Begin planning for Family Week in May. Are you having a Family Night? What can the workers do to encourage family worship in the home? Family church attendance? Attendance of the entire family in Sunday church school?

2. Begin now to plan for a vacation church school. Appoint committees to study materials, to enlist teachers, etc.

Superintendent, consult your pastor on these plans before the meeting. Outline your procedure. Keep your notebook handy. Check on committees beforehand to make sure reports will be ready. Then move efficiently and quickly.

Result: Interested workers, enjoyable meeting.



THE superintendent's chat in this issue is on the subject of promoting the work of the church at large in the Sunday school. In connection with this subject two questions arise:

1. *Should* the Sunday school help promote the work of the church-at-large?
2. *How* can the Sunday school help promote the work of the church-at-large?

In our Sunday schools we are under pressure to get a lot done in the fifty-two hour periods allotted to us during the course of the year. Recognizing the importance of the pupil knowing the Way of Salvation we are inclined to stress the teaching of doctrine to the exclusion of other things which are also important, but for which we can find no time. How often the superintendent hears a teacher say

when asked to go along with certain innovations: "We do not have time for that. We do not have enough time to cover our *lesson* each Sunday." If the Sunday school is to help promote the work of the church-at-large it will require periodically some of the time usually devoted to the lessons.

The Sunday school is engaged in the work of preparing individuals for service in the kingdom of God. When reduced to its basic essentials, this means service in the congregation, district, and synod to which the person belongs. It follows logically that the Sunday school must relate the individual to this work as a part of that preparation. So, since the Sunday school trains for Christian citizenship it is clear that it has a responsibility for promoting the work which the Christian citizen is ex-

pected to carry on. Room must and can be made for this promotion in the time allocated to the Sunday school program.

How can the Sunday school help promote the work of the church-at-large? Perhaps we had better define what we mean by the "work of the church-at-large." The work of the church-at-large includes all a given synod or district does outside the confines of the congregation, which is made possible through the co-operative efforts of all the congregations. Such work includes home and foreign mission work, welfare, higher education through the schools and colleges maintained by the Church, care for the orphans and the aged through children's homes, old folks' homes and pension systems, and co-operative inter-synod world-wide enterprises such as Lutheran World Relief, Church World Service, and the other activities carried on through the National Lutheran Council. The importance of every Lutheran Christian being intimately familiar with these church-wide and world-wide projects can hardly be over-emphasized, since it is these enterprises which also provide the media for the exercise of faith and are the fruits of faith. A clear understanding of these activities and

what they require of the individual Christian is also essential to the proper concept of the world-wide Christian church, the communion of saints here on earth.

There are several ways in which the Sunday school can help to promote the work of the church-at-large. It can be made a part of the curriculum as it now is in the *Christian Growth Series*, wherein periodically a quarter is devoted to that subject. Or, it can be made the lesson topic in all young peoples and adult classes for a certain period of the year. This would, of course, reach only certain groups within the Sunday school. Perhaps the best way to handle the subject is to make it a part of the year-round stewardship program. This procedure has a number of points in its favor. The most significant is that it keeps the work constantly before the members of the Sunday school, and it reaches all of the groups from the Beginners Department on up.

In our stewardship program, of course, our first concern is not with the raising of money. We are interested in teaching the correct principles of stewardship. If we succeed in this, the money end of stewardship will take care of itself. As an aid to teaching stewardship

introduce the duplex envelope system into the Sunday school. Sunday by Sunday the members of the Sunday school bring their offerings for current expenses, and for benevolence, the latter covering the work of the church-at-large.

Good stewardship promotion calls for an annual Sunday-school budget. This budget should be related to the things in which the congregation as a whole is interested. It should contain two general divisions: 1. Funds for current operations. 2. Funds for benevolent purposes. It is the second division which will provide the background for promotion of the work of the church-at-large. The benevolence budget should include all phases of the church's work already referred to. This budget should be given wide publicity when the duplex envelopes are distributed at the beginning of the new Sunday-school year. Special emphases on specific phases of the church's work should be given frequently. Usually, one Sunday per month will suffice, preferably the first Sunday of the month. Here is how it can be done:

The Sunday-school superintendent, with the help of his pastor, will compile as much data as possible on each of the phases of the

work of the church-at-large. This should be written up in the form of a talk which the Sunday-school department principal can give before the pupils in his department, or before the entire Sunday school. The talk should be supplemented by maps, charts, and other visual aids. Much of the data for these talks can be secured from the church's offices. Often it is possible to have those in charge of this work speak before the Sunday school. This gives the members of the school not only first-hand information about the work, but an opportunity to see and meet those through whom the work is carried out. Representatives from our mission fields, colleges, and other enterprises are also available.

On the Sunday selected for some special emphasis a special benevolence offering should be called for. A motivating announcement of the offering should be made the preceding Sunday: "Next Sunday we will give special attention to the work our church is doing to bring the gospel to people in other lands. You know that we are supporting this work through our Sunday-school benevolence budget so we will bring a special offering in the benevolence pocket of our duplex envelope next Sunday."

How can we work this in? Here are two ways to handle this promotion. In Sunday schools where the entire school assembles for the opening period, the superintendent or the pastor may take ten minutes of the opening period to discuss a particular phase of the work of the church-at-large. If that does not provide sufficient time, a few minutes of the instruction period may be encroached upon.

In Sunday schools where it is impossible for all the departments to get together for an opening service, each department principal may

give the talk, or it may be assigned to a teacher. Here again, this promotion should be a part of the opening period, unless local circumstances dictate otherwise.

What will be the result of such year-round promotion of the work of the church-at-large? We will develop a more intelligent laity, generate a greater interest in the broad work of the Christian church, and obtain more money with which to support this work—all worthy ends in the stewardship education with which the Sunday school is vitally concerned.

The Teacher Looks at Lent

Condensed from an article by CALVIN T. RISCH

How shall we teachers observe Lent?

Not with Artificial Sadness. No member of our class will be taken in by a simulated sincerity or by an artificial observance of Lent. But, if we meditate on our Lord's Passion and commune with Him, He will help us see that it was for the remission of our sins that He lived, died, and rose again. And, where there is remission of sins, there are also sincerity and reality.

Not with a Holier-than-thou Attitude. We need to forthrightly confess that we, ourselves, daily betray and deny our Lord. Let us feel our own unworthiness in the company of Christ. Let us discover the real meaning of His grace. There is no hypocrisy where the grace of God abounds.

But with Gratitude. If we teachers set up personal self-denial programs during Lent, they must be motivated by gratitude to God, not to call forth gratitude from God. And we must make certain that our class-sponsored self-denial projects also will be motivated by gratitude.

It is tremendously important how we teachers look at Lent.

Lenten Project for Sunday Schools: Kiddies Kits

The most innocent sufferers of the late war are the little children in war-torn countries. Deprived of most of the essentials and necessities of life which we take for granted here in America, they face life with a handicap. Here is an opportunity for your Sunday school to bring a little cheer to this group of underprivileged children.

INSTRUCTIONS

A full kit should contain the following, no more, no less:

1 Large Pencil Writing Tablet or Pad	1 Tooth Brush
1 Small Note Book	1 Washcloth
2 Pencils, not sharpened	1 Small Pocket Comb
1 Pencil Eraser	1 Chocolate Bar of Candy
1 Tube of Tooth Paste	1 Small Cake of Soap

The writing tablet may not be larger than 8x10 inches, since all the articles are to be placed in a 9x12-inch brown kraft paper envelope. The tablet may be smaller, but the 8x10-inch is recommended.

Assemble the other articles on top of the writing tablet and fasten hem securely with string and scotch tape. Then insert them into the kraft envelope, and clasp or seal it.

Write the words: "KIDDIES KIT — DO NOT OPEN" on each envelope. Assemble all the kits your Sunday school or organization has made, in one large box, and ship to

LUTHERAN WORLD RELIEF, INC.,
c/o Easton Processing and Storage Company,
North 13th Street and Bushkill Drive, Easton, Pa.

Teachers of Beginners! Prepare Now for Next Quarter

*Helps for Teaching the Christian Growth Series,
Beginners II, Third Quarter*

By LAURA LAKIN

EASTER falls on the third Sunday in April this year, therefore the first lesson in the quarter should be deferred for two Sundays.

The one aim for this entire quarter is to show children how God expects us to deal with other human beings. To the children, it is *getting along with others*. This is not an easy task because children are, by nature, cruel to each other and egocentric. For them to be otherwise is a matter of daily training. Your instructions on Sunday can be little more than the planting of a seed. The actual benefits are obtained through the vigilant follow-up by the parents. But be not down-hearted; the Holy Spirit is working through the Word you implant.

We emphatically call your attention to the warning given in the *Teacher's Guide* against trying to do everything presented in the printed lessons. The cardinal

rule in dealing with beginners is never to rush them. Their reaction period, the time it takes for something to register on them, is sometimes as long as several minutes. Some teachers make use of this period by repeating what they have said twice, three times, or even more often. The use of a pause is a better technique, however. It avoids teaching children the bad habit of not listening until the second or third repetition. The pause also eliminates confusion and adds dignity, both important factors. It is much more effective to do three things well than to try to do many things just because they are included in the lesson material. The cardinal rule also applies to the equipment in the classroom. Do not have a dozen pictures up just because they all apply to the lesson. Two or three will do your task much better. Often when I am tempted to load my room or lesson I recall the true

incident of a child who refused to get well. The doctor said she was over her illness but yet she remained bedfast. The mother was at her wits end. Finally the doctor suggested calling in a nurse whom he knew. The minute that nurse walked in things started to move. She moved out chairs, chests, coat hangers, pictures, drapes and rugs. She left only the bed, one chair, a night stand and a big teddy bear. Immediately the child started getting well. The child had been so frustrated from her long illness that she remained confused by the confusion around her. The same applies to a healthy child.

In Lesson 2, the mother in the story was a teacher. She used one of the cleverest means I know of in teaching her boy the poem. That same method, when used to teach a new song, gets faster results than any other of which I know. For instance, if you were teaching the first verse, you would say, "Listen and see if you can find out from the poem (song) who is standing around God's throne?" Then say (or sing) the entire verse, chorus and all. Ask for the answer. The answer is not known, so you say, "Oh, you didn't hear who is standing around God's throne. Now, listen again." Repeat it completely

again. Ask again. If the children still can not give the answer, you are not disturbed. You really want to do it again, anyway. When the answer is obtained say, "This time listen and see if you can hear how many children are standing around God's throne." Sing the song each time in its entirety. Do not allow the children to call out the answer before you have finished. If someone does, just stop and calmly say, "Oh, I wasn't finished. Now I will have to start over again." After you ask them to listen for the words the children were singing, say, "This time when I say the poem, you may be the children and say that part with me." Before long, some will show by their lips that they are participating silently in your recitation of the *entire* selection. "Johnny and Mary, come up here and help me say it all the way through." After several such turns, say, "Now, let's all say it together." You will be delighted with the results.

The suggestion about making cork figures is very good. Allow enough time for this and let the children, themselves, make the figures. First, show the class how to make them. Then, let the children do the work. If they say they can not do it, encourage them to

try. It is better to have the figure of a man turn out to be a horse than to thwart a child's creativity. Allow enough time for the children to put their figures in some selected place.

Songs for Children (Nordgren-Lekberg) includes many Easter songs. Another song which you can easily teach is "Easter bells are gayly ringing," straight down the scale. "Ding-dong, ding-dong. Hear them now so sweetly singing," straight down the scale again. "Ding-dong, Ding-dong." Let the children stand and ring the bells by clasping an imaginary rope far above their heads, and pulling the rope way down. This is a good rest activity before starting a new subject. Often the moving of chairs is sufficient, too, for rest. For instance, after the worship period, the directions might be given by the teacher, "Listen for two things to do. One, take your chair over to the table, and two, come back and sit on the floor (rug) for a story." Do not give the direction

again after movement has started. Simply sit on the floor. If they are slow in returning, quietly wait or softly call to them.

A number of times through this quarter the element of pretending or playing is enlisted. This is an important part of the child's understanding. When he can see the story well enough in his mind to do it, then he understands it. Sometimes a child will grasp real properties while acting out the story. This snaps his mind back to reality and spoils the learning process. Do not allow any actual properties while playing out the story. Just say, "But that's real. We do not need real things when we pretend." For this reason I believe a story should be told the first time without the use of teaching aids. If teaching aids such as dolls, flannelgraph, or pictures are used go through the story the first time without using them. Also, *listening* to a story prepares children for something we want them to hold to later, listening to a sermon.

But it is a sorrow and shame to think that the Eternal Goodness is ever most graciously guiding and drawing us, and we will not yield to it.

Theologia Germanica

Teachers of Primary Classes!

Prepare Now for Next Quarter

Helps for Teaching the Christian Growth Series,
Primary II, Third Quarter

By GERTRUDE HILL

BECAUSE Easter falls on the third Sunday in April, teach Lesson 1, "Easter in Our Church," on Easter Sunday. Teach Lessons 12 and 13 on the two Sundays preceding Easter. Lessons 1 to 7 should remain in their proper order to preserve the unit presentation of "How the Church Grew." Since the remaining six lessons are studies of Bible pictures, they can be more easily presented as individual appreciation lessons. Lesson 13, "Christ in Gethsemane," is very suitable for the Sunday preceding Easter. Thus the following arrangement of the lessons is suggested for your advance consideration and preparation of the third quarter:

April	3.	Lesson 12
	10.	Lesson 13
	17.	Lesson 1
	24.	Lesson 2
May	1.	Lesson 3
	8.	Lesson 4
	15.	Lesson 5

May	22.	Lesson 6
	29.	Lesson 7
June	5.	Lesson 8
	12.	Lesson 9
	19.	Lesson 10
	26.	Lesson 11

To get a panorama of the quarter, scan the *Teacher's Guide* and note the aims, topics, materials needed, suggestions for presessions and worship period, and class procedures for each lesson. Do this with the two units for the quarter in mind. Specific study comes from the preparation for each Sunday's session. Experts in the field of religious education suggest that the teacher prepare three lessons each week: the previous lesson, the lesson for the day, and the following lesson. This integrates the lesson for the day into the quarter's unit and creates a sense of progression.

During the third quarter, in Unit A, you will have opportunities to explain, discuss, and apply

the third article of the Creed, "I believe in the holy Christian Church, the Communion of Saints." It is important to foster and establish right relationships and wholesome attitudes of primary children toward their church. You will be teaching more than a certain number of lessons about the Church. What a blessed opportunity you will have in challenging primary girls and boys to take part in the missionary program of the Church. You may be teaching a future foreign missionary. Surely, every pupil is a potential home missionary. These thoughts and plans will enter into your preparation of the lessons in Unit A, "How the Church Grew."

To tell the story before distributing the leaflets to the pupils is usually most satisfactory. However, in the picture studies of Unit B, we suggest you distribute the leaflets before explaining the picture, and that you conduct the session as a supervised study. Of course, if a larger picture is placed where all can see, then the smaller picture could be studied later from the individual leaflets.

A browsing table for pictures and children's books serves many worthwhile purposes. It encourages presession activity for early

comers. The pictures and books can be resources for the study of the day's lesson. Besides using the pictures for the browsing table, they can be displayed later in the picture corner of the classroom. Throughout this quarter, the *Teacher's Guide* suggests types of pictures and books helpful in developing the lessons. The squirrel habit of collecting pictures in advance is a worthy habit for all Sunday-school teachers to acquire. You may suggest to the children the kinds of pictures they can help gather in their studies this quarter. They will enjoy having a part in the collection of the pictures, and will show greater interest in the topics being studied. By teachers and pupils working together in the collection of the needed pictures, one of the ways of applying the aim in Lesson 5, "Sharing With Others," will have been accomplished.

The book, *Christ and the Fine Arts*, by Cynthia Pearl Maus, gives splendid interpretations of the following pictures to be studied in Unit B: Sistine Madonna, The Workshop at Nazareth, Healing a Sick Child, and Christ in Gethsemane.

You will have a wide range of activities to correlate with each

lesson. Making booklets, posters, bookmarks, window transparencies, folders, and Easter greetings are good handwork activities. Some of the pictures in Unit B can be posed by the primaries to furnish an interesting activity.

The writer has observed memory verses taught in a manner that appeared to be incidental learning and yet, those verses were understood and memorized correctly. The teacher brought the Bible verse into the story. Then the verse was read directly from the Bible; given a simple, brief explanation; repeated several times by the teacher; read by the pupils either from their own or the teacher's Bible; given by the group from memory; and finally, given by the individual pupils from memory. The individual drill and review of memory verses can be done profitably at the presession period for early comers. Even if you have no planned presession you can work with each individual pupil who arrives before the appointed Sunday-school hour.

New songs can be taught either at the presession or at the beginning of the Sunday-school session, but preceding the worship period. Thus, latecomers will not disturb the worship period, yet the prac-

ticing of songs, which should never be done during worship, will be given attention. The *Teacher's Guide* gives a varied selection of songs for each Sunday. These songs carry the same idea found in the lessons. The *whole method* of teaching new songs is the best procedure to follow: the leader sings the entire song while the children listen; the children are helped to feel the mood or rhythm of the song; a brief explanation of the content and purpose of the words is given; the leader sings the song several times, after which the children join in the singing until the words and the melody have been mastered. The pianist should play the melody in the octave in which it is sung and the accompaniment should not be added until the song has been completely learned.

In Lesson 2, two arrangements are suggested for making an effective worship center emphasizing the missionary theme for the day. One plan is to have a large picture, such as, "Follow Me" by Tom Curr, or "The Hope of the World" by Harold Copping, on the worship table with a globe and the open Bible. The other plan is to place dolls dressed to represent different nations on either side of a globe, candles in the background,

and an open Bible in the foreground of the worship table. Primary children like to share, not only in the planning but also in the arrangement of the worship center, with, of course, the guidance of the superintendent or their teacher. Training in worship experiences is an integral part of our teaching. We are not just teaching lessons. Ours is the privilege to point and direct each child to the Way of Life.

Some primary teachers have found it most worth while to send or bring a letter to the parents

with information about the next quarter's study. The letter should suggest specific ways in which parents can help their children get the most out of each Sunday's lesson. The Lenten season is an opportune time for reaching the home through personal visitation. As teachers, we merely begin the lesson in the Sunday school while the parents have the opportunities to practice and develop the Christian truths contained in them. It is a working partnership when teachers and parents plan their mutual efforts in behalf of the child's soul.

It fortifies my soul to know
That though I perish, truth is so;
That, howsoe'er I stray and range,
Whate'er I do, Thou dost not change.
I steadier step when I recall
That, if I slip, Thou dost not fall.

ARTHUR HUGH CLOUGH (1816-1861)

Teachers of Juniors! Prepare Now for Next Quarter

*Helps for Teaching the Christian Growth Series,
Junior II, Third Quarter*

By ELLA M. OSTEN

LOOK at your *Teacher's Guide* for the third quarter of the *Junior II Christian Growth Series*. Then you will know that this quarter deals with the study of Luther's Catechism. Perhaps you are overwhelmed with the wealth of excellent material and the fine suggestions given. Careful planning will help you select wisely that which you will use. Is it possible to inspire a class of energetic juniors to memorize the selections given? How can one instill the desire to want to live according to God's laws? No doubt these are some of the questions you will ask yourself as you prepare the third quarter's work.

The first requisite for effective teaching in any department is thorough preparation. A good teacher has at hand much more information and material than he will be able to use. From this abundance is chosen specific material to be used for the particular

lesson. Begin your preparation far enough in advance. Use a loose-leaf notebook. At the top of the first page write the title of Lesson 1. Underneath write the Biblical basis of this lesson. Do this for each of the thirteen lessons. Then note the aims of each lesson. Think of your class in terms of the aims given. What is it that you wish to accomplish with this lesson? You may want to add an aim of your own because of some particular need of your class. For example, in studying the Ten Commandments do your pupils need to develop a sense of obedience and respect for that which is right and good? As you study the lesson material think of your class and write your aims. Then begin to fill in your plan for the first lesson. Notice the interesting divisions given in your *Guide*, and outline the procedure you want to follow. Be sure to vary this procedure during the quarter. Think

of the main facts you wish to emphasize in the light of the aims of your lesson. As you think of your class during the week, jot down any ideas you may have. Then by the end of the week complete your plan for the Sunday-morning class period.

How will you introduce the first lesson to your class? Page five of the *Study Book* tells you how to begin. Notice the suggestion to have the pupils turn to the last picture in their books. Here is a challenge for them. Following Jesus requires great courage and real work. Many people have tried to live according to God's laws. Moses was one of them. Martin Luther was a man who dared to do what God wanted him to do. We can go exploring on the trails of these heroes and learn the things they learned. We can know what Jesus said when He lived on earth. All this is provided for as the "Day-by-Day Travel Record" develops.

Now for materials. You will need Bibles. Each pupil should have his own. Do your juniors bring their Bibles to Sunday school? Do they use them at home during the week? Why not help them develop this habit? The activities suggested, "Adventuring in

Bible Reading" and the use of the Bible in finding references are good. Pupils should have the satisfaction of developing skills by applying what they are learning. A junior could read one of the selections for the opening of the class session. Several juniors could read Bible verses from their Bibles for the worship period. Bible passages may be read or recited at special programs, and used in the family worship at home.

Other materials needed are pencils, good maps, catechisms, and notebooks. Pictures and books for the reading table will stimulate interest. *Little Journeys on Highway 10* and *Thy Highway Is My Highway* by Kuhlmann are two books containing stories of the Ten Commandments. Others by the same author are *He Will Teach Us* for the lessons on the Creed and *God's Children at Prayer* for the Lord's Prayer. You will want some books on the life of Luther. *The Boy Who Fought with Kings* by Edna and Howard Hong is very attractive. Others are *Stirring Scenes from the Life of Luther* by Lenski, *The Begging Student* by Martin, and *Martin Luther* by Singmaster. Consult the catalog of your publishing house for these books.

Pictures of scenes from the life of Luther and the life of Jesus will help hold interest. Pictures from magazines showing people engaged in various activities such as helping others, obeying laws, worshiping together, or reading the Bible should be used. Pupils should help in finding pictures. Have at hand a picture map of Palestine illustrating the events in the life of Jesus. Slide sets from Church-Craft Pictures to illustrate some of the lessons are available. Set No. 12, "The Baptism of Jesus," has four slides; Set No. 47, "The Good Samaritan," has eleven slides; and Set No. 50, "Jesus Teaches How to Pray," has three slides. Choose from these materials those best for your group and work them into your lesson plans.

Then there are the activities to be planned and carried out. Bookmarks listing the Bible readings may be made by the pupils and kept in their Bibles for use during the week. They can record their reading in the *Study Book* or report on it in class. Cards or folders listing and illustrating favorite Bible passages can be made and distributed to shut-ins. Frequent drills to develop skill in finding books of the Bible and Bible passages should be conducted in class.

See page twelve of your *Teacher's Guide* for suggestions about pre-session games.

To help the junior in memorizing the various parts of the Catechism, an illustrated Catechism could be made. Let each pupil make his own or let the class co-operate in making a single large one. The page illustrating the Ten Commandments, for example, could show the two tablets of the law. Each member of the class will want to make the "Keepsakes" suggested in the *Teacher's Guide*. The Apostles' Creed could be printed on a large chart and presented as a gift to the Primary Department.

Another suggestion is to have the class make for the bulletin board a set of panel pictures illustrating some part of the Catechism. Brown wrapping paper or shelf paper divided into sections is suitable for such a project and pupils can draw pictures to illustrate each section. Charts for memory work can be made and each pupil can record his progress on the chart.

The suggestion on page twenty-two of the *Teacher's Guide* for keeping up the interest in memory work should prove very interesting and helpful. By all means use this idea. The pupils should be helped

to practice the truths learned. The class should develop a sense of loyalty to God, to parents, to the community, and to the nation in trying to obey these laws and to be of service to others. Help the pupils to see that people who have had the courage to follow the teachings of Jesus have made great contributions to humanity.

Of course, you will not want to use all the activities suggested. Here again you will consider the abilities and the needs of your pupils. You will choose the activities which appeal to their interests, challenge their abilities and lead to the development of satisfying skills. As you progress from week to week, think over the lessons that have been taught. Make any necessary changes in your procedure to correct lagging of interest and to help attain the goals set. Keep in mind the last session and let the children help plan the review. They will enjoy the review if they have a share in its planning and can use the materials they have made.

Finally a word about relating the lesson material to the special

Sundays in this quarter. The third Sunday of the quarter is Easter Sunday. The lesson for that day is entitled, "Our Duty Toward God." One of the aims is to develop an attitude of reverence toward God's name and the Sabbath. Tell the children that Christians observe the first day of the week, Sunday, as their Sabbath because it was on the first day of the week that Jesus arose from the dead. Sunday is therefore a very important day for a Christian. May 8 is Mother's Day and the beginning of the observance of Family Week. The lesson is on the first article of the Creed, which speaks of God our Father. Our parents are God's representatives here on earth and we honor God when we respect and obey our parents. June 5 is Pentecost, the birthday of the Christian Church. The lesson for this day should stress stewardship and the work of the church. On the following Sunday, Trinity Sunday, you will want to relate the lesson and the worship to the third article of the Apostles' Creed.

Teachers of Intermediates! Prepare Now for Next Quarter

*Helps for Teaching the Christian Growth Series,
Intermediate II, Third Quarter*

By BIRDINE D. PETERSON

“**A** PREVIEW! That really is a splendid way to get ideas and suggestions for the quarter’s work.” This comment expressed the attitude of a group of intermediate teachers who met together in March to plan their work for the third quarter.

They discovered that the lessons in *Intermediate II, Third Quarter of The Christian Growth Series* were built around only one unit: “How Old Am I?” As the group studied and planned ways for teaching the unit, it came to some worth-while conclusions. We should like to share the conclusions with you.

What is the aim of the unit? To help the intermediates face in a Christian way the problems of change which confront them because of their growth and circumstances. (Page 5, *Teacher’s Guide*.)

In order to accomplish this aim and to help the intermediates to

develop in the seven “Desired Outcomes of Christian Growth” (page 4, *Teacher’s Guide*), it will be helpful for each member of the class to ask himself the following question each Sunday: “Am I growing in wisdom and in stature and in favor with God and man?” And, in the summary of each week’s lesson, the following question can be discussed to advantage: “How does this lesson help me to grow in wisdom and in stature and in favor with God and man?”

What materials are needed to effectively plan and teach this unit? Besides the material needed to carry out the projects discussed later, the following:

For the Teacher:

The Bible. The Biblical basis for the lessons comes from the four Gospels, most of the Epistles, and a few of the Old Testament historical books. These Scripture passages for each lesson should be read at least a week in advance in

order that the teacher can meditate on them and get the most out of them during the week.

The Teacher's Guide. Splendid suggestions are given in the guide. They should be used whenever possible. However, since the length of the Sunday-school session may not permit the use of all of them, select carefully the ones that fit into your teaching plan for each lesson.

The Study Book. Be sure to write the answers to all the questions and to fill in all the blanks. Marginal notations will be helpful, too.

Reference Books:

Bible Dictionary.

One Volume Commentary.

Bowman: Guiding Intermediates.

Desjardins: Teaching Intermediates.

Ryden: Story of Our Hymns.

Sherrill: Understanding Children.

See *Teacher's Guide* page 6.

For the Pupil:

The Bible. Every intermediate should have a Bible and should bring it to his class every Sunday. He should be assigned daily Bible readings to read at home.

The Study Book. Encourage every pupil to bring his study book.

Remember that the new lesson is first studied on Sunday morning under the guidance of the teacher and finished at home as a part of the weekly assignment.

Reference Books:

Hustad: Strictly Confidential.
(For girls.)

Scott: When Boys Ask Questions. (For boys.)

Ryden: Story of Our Hymns.
Nystrom: Today with God.

(Devotional.) (Lesson 4.)
Meditations of an Offering Plate. (Tract.) (Lesson 8.)

Church College Brochure.
(Lesson 11.)

Who Will Go? (Vocational Guidance.) (Lesson 11.)

Alpenfels: Sense and Non-sense about Race. (Lesson 12.)

Rogness: On the Way.
Luther's Small Catechism.

What projects will be worth while in this unit? There are many projects to help accomplish our aim for the unit. A few are described here. You will be able to supply others. Choose those that best fit into your plan.

Hymn Study. For memory work each week a well-known hymn is suggested. Each week have one child write a brief story about the hymn to be memorized. (Ryden's

Story of Our Hymns will give the necessary information.) If the assignment is given well in advance there will be opportunity for the teacher to edit the story and to get copies made for each member of the class. Have the children make folders in which to keep their collection of the texts and stories of the hymns. Some afternoon or evening at the end of the unit have a musical party. Have decorations and refreshments that lend a musical note and play musical games. Conclude the party by singing some of the hymns from memory and re-telling some of the favorite stories.

If your church has a children's choir, discuss with the pastor and director the possibility of the choir rehearsing and singing some of the suggested hymns.

Parent's Party. (Lessons 3 and 4.) Help the children plan a party for their parents. Include a program, games and refreshments. Have the class work out a unique and entertaining report or skit of its activities. Be sure that parents and children share the good time together.

Stewardship of Time Record. (Lesson 7.) Introduce a time chart and motivate the pupils to keep it diligently each day for five

weeks. See sample chart page 24.

Be sure each day totals 24 hours. Fasten five blank charts together calendar fashion. Encourage the children to hang them in their rooms and fill them in daily. Spend a little time each Sunday discussing the charts. Help the children balance their time wisely. At the end of the fifth week compare the first and last charts for improvement.

A Budget. (Lesson 8.) Help the children plan a suggested budget. Then have each child make his own budget and stay within it for four weeks. Be sure to include in the budget church and church-school offerings, savings, and entertainment. Encourage the children to tithe. (See page 42 of the *Study Book*.)

Visit a Church College. (Lesson 11.) If you live near a church college arrange with the administration for a tour of the campus.

If there is no church college near you, plan a vicarious visit. Show the movie or slides of your church college. (These may be obtained from your Audio Visual Department.) Have a college student who is home for the week end or an alumnus tell about life on your church-college campus.

Missionary Project. (Lesson 12.) Locate on the map our mis-

sion fields at home and abroad. Initiate plans for a service project for one of our missions. (You can receive valuable suggestions from your church headquarters.)

Will any change in the arrangement of lessons be necessary? Yes, the first lesson in the book is the Easter lesson. But Easter is the third Sunday in April. Therefore, rearrange the lessons as follows:

April 3. Lesson 2: How Old Am I, and What Am I Becoming?

April 10. Lesson 5: The Body

Grows—How About the Rest of Us?

April 17. Lesson 1: Jesus
Leads Us Always.

April 24. Lesson 4: Is Jesus a Member of the Family?

May 1. Lesson 3: Getting Better Acquainted with Our Parents.

Lessons 6-13 should be taught in their proper order.

How can we best plan our lessons? Scan all lessons in the unit, both in the *Study Book* and *Teacher's Guide* to get an over-all pic-

HOW DO I SPEND MY TIME?

ture of the unit. Start early in the week to plan each lesson. Make a definite lesson plan to guide your teaching on Sunday morning. Here is a suggested plan for Lesson 2:

Aim: "To help the intermediates face in a Christian way the problems of change which confront them because of their growth and circumstances." (Unit Aim. Page 5, *Teacher's Guide*.)

"To help intermediates to a realization that growth (physical, mental, social and spiritual) is natural, necessary, and pleasing to God." (Lesson Aim. Page 11, *Teacher's Guide*.)

Introduction: Set of balance scales and weights; balance and unbalance the scales. (What do we mean by scales in balance? out of balance?)

Presentation: Page 13. *Study Book*: Discuss pictures. How must we grow to keep our lives in balance? (Mentally, physically, socially, spiritually.)

Development:

1. Bible study: Luke 2. 42-52.
2. Answer questions 1-3 silently. Discuss.
3. Discuss Luke 2. 52. Am I growing that way?
4. When did I begin growing spiritually? (At Baptism.)
5. Who keeps me growing?

(God.) How? (Means of Grace; Holy Spirit, Third Article.)

6. Read hymn, "Saviour, Like a Shepherd Lead Us." (Hymn study part of departmental devotional period.)
7. My Part: Discuss Mark 8. 36.
8. Hand out assignment slips.

Generalization:

1. Mark 8. 36.
2. How does this lesson help me to grow in wisdom and in stature and in favor with God and man?

Conclusion:

Collect for Sunday after New Years.

Application:

1. Self-analysis Questions. (Page 14, 15 of *Study Book*.)
2. Daily Bible Readings.

(Both of these have been discussed in No. 5, 6, and 7 of Development.)

Evaluation:

(Sunday afternoon or Monday.)

1. What were the strong points of the lesson?
2. What were the weak points?
3. Did I get the aim across?
4. How can I improve?
5. Are the members of the class and I showing Christian growth?

The Assignments: Each week's assignment should include the Scripture passages not covered during the class period, daily Bible readings in keeping with the lesson aim, and the questions on page 14 and 15 of the *Study Book*.

Besides making definite lesson plans, it is helpful to make marginal notes in the *Study Book*. Some fine suggestions for this are given in an article entitled: "How and When," in the January 1949 issue of **THE CHURCH SCHOOL TEACHER**.

What about plans for worship? The worship or devotional period should be brief for two reasons. First, the church-school hour is primarily a period for instruction. Second, every intermediate youngster should worship in the Sunday service. No worship period can ever be substituted for corporate worship with the parish family on Sunday morning. By having a long formal worship period in the church school we are defeating the main part of our aim to help inter-

mediates grow spiritually. The simple order of service on page 48 of the *Study Book* is a good one to follow.

Familiarizing the children with the hymns to be memorized can be done effectively in the devotional period. In fact, the Hymn Study Project can be made a departmental one. The "Thought for the Day" (page 48, *Study Book*) each Sunday can be the story of the hymn for the day. One or two Sundays during the quarter most of the devotional period can be spent in a singspiration, singing from memory the hymns that have been learned. (If Juniors meet with the intermediates they can enjoy and profit by this project, too. Then next quarter, the junior theme can be used in the devotional period.)

In so far as possible let the intermediates plan and carry out the devotional period themselves. Perhaps a different class could be responsible for the devotional period each week.

Teachers of Seniors! Prepare Now for Next Quarter

*Helps for Teaching the Christian Growth Series,
Senior II, Third Quarter*

By JOHN KUETHE

THIS QUARTER we shall all be on more or less unfamiliar ground as we study "The Last Four Centuries," a history of the Church from the year 1500 A.D. to the present. Let us find immediate comfort in this, that all of us will have to work hard! Even the best read of us will be aware before we ever begin the quarter that the task of preparing ourselves adequately for teaching the complicated drama of events in the last four centuries of the Church will be a singularly difficult but rewarding undertaking. There will be no possibility of letting our preparation slip a bit for any one Sunday. We must remember that if the drama with all its plots and characters and events and dates, seems confusing to us, it will be tenfold more confusing to our pupils, who are much less familiar with Church history.

However, when the quarter is over we shall all feel that the work

has been worth the effort. We shall be able to teach the familiar Bible stories of other Sunday-school quarters in a much more relevant fashion, if we ourselves shall have learned how we came to be what we are in our denomination, and what the background is of those whom we teach. The Word of God is addressed to us as we are, and in Sunday school we must teach the pupils as they are, if the Word is to reach them effectively.

What are we? Obviously we can not explore the whole story in one quarter. What is more, we can not read all the good books that would help relieve our confusion as we cover centuries of time in the course of a few lessons. I suggest that, perhaps, our best help will be to read *one* textbook on church history this quarter, such as Jacobs, *The Story of the Church*, or Qualben, *The History of the Church*, rather than to dabble in several books. Most of us will not

be able to do more than this, but we should all try to do at least this much. Ask your pastor for his favorite textbook on Church history. He will be glad to loan it to you. We shall find that against the more detailed background of a textbook the facts of the *Study Book* and the *Teacher's Guide* will fall neatly into place. That is a promise!

Remember, teachers, we all have this experience: At first it seems to us pleasant to remain provincial in our thinking, that is, to know very little about the world and about the Church outside the little province we have grown up in. It seems painful to grow. Then, as in this quarter of teaching, we taste the joys of extensive reading, and of growing in our knowledge of how we "got this way," the end result is very pleasant and wholesome. For, the Lutheran Church at her best has always been an educated and educating church, and the more we study church history the better Lutherans we shall be, for many reasons, and the probability is that we shall have become better Christians as well.

At first glance the study of the last four hundred years seems rather un-Lutheran, for it seems far removed from an immediate encounter with the Bible. Actually,

this quarter will be just as Lutheran as any direct study of the Bible could be, and this is true not only because most of our Sundays will be spent studying the origin and growth of the Lutheran Church. It will be true because this quarter is like the Bible itself in telling the story of the Word in the world: how, for example, the Word is regained through the Reformation; how it is spread providentially through the printing press and exploration, to the old world and to the new; how a battle has been waged ever since the Renaissance to build a world without the Word and without dependence on God; how the Word has been broadcast by pioneers in America and by martyrs in the last war in Europe; and how the present day calls for fearless loyalty to this Word which alone brings real peace. Facts do not mean much if we study them apart from their relation to the Word, and history is not worth much as history if it is not a history of the Word in the world, for the Word is the hidden meaning of history, and the people who know this fact are called "Christians."

Another reason why this quarter will be Lutheran in method is that we teachers, and to some small ex-

tent our pupils, who will not have the understanding of history we must have if we are to teach them, will learn to see clearly that the Word in history is always at one and the same time both a "Word of Forgiveness" and a "Word of New Life." H. Sasse has much to say about this inner meaning of the Church of the Reformation in his book, *Here We Stand*. You may express somewhat the same thought to your pupils by speaking of "problems of the Church" and "triumphs of the Church." In the last four hundred years we can see much need on the one hand for the Word of Forgiveness: as, when Catholics and Protestants, as well as the many sects within the Protestant Church, fight with one another; or, when formalism in one period and emotionalism in the next replace the living Christ as the center of the Church's attention; or, when the frontier theology of America becomes very superficial and tends to emphasize law rather than grace; or, when Lutherans seem to be slow not only about uniting with other Lutherans, but about taking their proper place as those who can lead the ecumenical movement in its true direction.

On the other hand we can see with joy the "Word of New Life,"

often in the very same moments when forgiveness is needed by the Church, for the Church comes to life in history again and again just when it seems dead. This happened notably during the French Revolution when men like Voltaire predicted that the Church would die before they would. Thus, this quarter will help us see that the Word, that is, the living Christ, is exactly man's need in every century, including this one, for Christ continues to forgive His Church, and to give it new strength. What a thrilling story this is! We are weak, but God is strong. This is the theme of the Bible, too, is it not? The lessons also show us that mankind can not worship together till it thinks together, and that it can not think together till it worships together. It has become increasingly important in this latter day that mankind shall learn both to think and to worship together, before a worse war comes upon us.

The Roman Catholic Church has a very simple analysis of the last four hundred years. It claims that the last four hundred years have been too much a story of the Lutherans, that is, a story of those who, like the Lutherans, have separated from the authority of the papacy. The Roman Catholic

Church knows, just as we do, of the danger of the secularism of the last four hundred years, but she defines secularism too simply as "revolt from the Roman Catholic Church" whereas we define secularism as "revolt from *God*, and absorption with *this age (saeculum)*." Would we rather avoid these issues this quarter? We can not, for the lessons begin, after all, with the Reformation.

The problem of the relation of Roman Catholicism and Protestantism is a big one, teachers, but so are the many other issues we shall face this quarter. Let us not be in the least afraid. The Word will see us through. The Word, you see, in a larger sense, as we have been using the term in this article, and as Professor Bachmann uses it in his *Study Book*, is not only the Bible, but something more: the Christ, God's Word Incarnate to man, the Christ who meets His Church through the "Means of Grace," that is, through the Bible and the Sacraments. And He, the Christ, the living Word, builds His Church in spite of any obstacles. Therefore, the problems

we meet this quarter that seem so big are really overcome not only by our efforts in the classroom, and not only by the heroes who make church history, but by our Lord who is the master of history with all its problems, and who keeps on building His kingdom in spite of all obstacles.

Need we be afraid, then? The Lord will help us to learn the details of the past four hundred years, as well as to say the right word about the separation of Catholicism and Protestantism, or about the nature of the Counter-Reformation, or about the nature of secularism and of sectarianism, or about the necessity and the limitation of creeds, or about the contribution and the limitations of Pietism, or about the proper estimation of different types of worship, or about the development of the closed-pulpit-and-altar principle in American Lutheranism, and also about the wonderful element of Providence in the whole story. Big problems stimulate big thoughts on our part, and we must help our young people toward thinking big thoughts with us.

To be concluded in April

Activities in the Field of Christian Education

By I. O. NOTHSTEIN

Interesting Celebration. When St. John's Lutheran Church (ALC), Warrenton, Texas, celebrated its seventy-fifth anniversary recently, one of the speakers was Mrs. Gus Gloeckner, who, seventy-five years before, had been the first child baptized into the congregation. For forty-five years Mrs. Gloeckner has been a teacher in St. John's Sunday School.

* * *

No Tinkling Cymbal. A favorite project in the Sunday schools of the United Lutheran Church during the past year has been the Kiddies Kits. The pupils have assembled and packed gifts of school supplies and personal effects for children in Germany. In one month alone, Lutheran World Relief shipped 6,300 Kiddies Kits. LWR reports that letters of gratitude are pouring in from the happy recipients.

EDITOR'S NOTE: Elsewhere in this issue you will find complete instructions for a *Kiddies Kit* project.

New Lutheran High School. A ground-breaking service was recently held in Racine, Wis., for the new Lutheran high school of the First Ev. Lutheran (Missouri Synod) Church. At present First Lutheran's 224 high school pupils and 9 instructors are meeting in the congregation's parochial school building.

* * *

A Paper Carrier's Project. Carl R. Terzion, a thirteen-year-old paper carrier and a member of Hope (ALC) Church, Hollywood, Calif., distributes more than newspapers. He recently wrote this letter to the Board of Christian Social Action of the American Lutheran Church:

"I would like 320 copies of your pamphlets, *America the Beautiful*, *Western Union*, and similar pamphlets delivered the first and third Thursdays of every month. I have a paper route and can deliver these along with my papers. I am working with my church in doing this, the Lord's task."

Parents' Day Suggested. "Mother's Day has been over-sentimentalized and over-commercialized and should be changed to Parents' Day," said the Rev. Nelson Chappel, secretary of the Christian Education Committee of the Canadian Council of Churches, at the Council's annual meeting. "We are seeking to have Mother's Day turned into Parents' Day, and have prepared a program for it," Rev. Chappel said. "Children should be educated to realize that they have two parents."

* * *

In Favor of Released Time. Joseph Lewis, president of the Free Thinkers Society of America, lost a lawsuit in which he had attempted to establish the unconstitutionality of New York's released-time religious education program. Judge Roscoe V. Elsworth's opinion, covering twenty-four printed pages, declared: "Fundamental is the right of the parent to rear his child in a particular religious faith, or to rear him as a non-believer if he so elects. Denial of this fundamental right to the parents, now exercised through the medium of

the released-time programs, should certainly not be made on speculative grounds." He pointed out that "at least five of the nine justices of the United States Supreme Court were in agreement upon the proposition that released-time as such is not unconstitutional," and concluded that "the constitutionality of a released-time program is to be tested by a consideration of the factual aspects of the particular program under scrutiny."

Commenting on the above decision Mr. Charles A. Tuttle, counsel for the Greater New York Co-ordinating Committee on Released Time, said: "I am confident that the decision will be affirmed in every court on whose door Mr. Lewis may knock. Furthermore, it is high time that there be a final judicial pronouncement upon the efforts of Mr. Lewis to use the courts to force the states to compel all parents of children in the public schools to forego their right to have at least some reasonable say as to what their children shall be taught during school time, in the light of their religious convictions, or to the true objectives of education and the interpretation of life."